

Bolton-le-Sands Pre-School

Inspection report for early years provision

Unique Reference Number	309240
Inspection date	04 March 2008
Inspector	Sandra Elizabeth Williams
Setting Address	Off Packet Lane, Bolton-le-Sands, Carnforth, Lancashire, LA5 8DW
Telephone number	01524 824 907
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Registered person	Bolton-le-Sands Pre-School
Type of inspection	Integrated
Type of care	Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Bolton-le-Sands Pre School was registered in September 1992 and is managed by a committee. It operates from a single storey building close to the community centre in Bolton-Le-Sands, Lancashire. The provision consists of a large play room, toilet facilities, a kitchen and store rooms. Children have access to an out door play area and a park nearby.

The provision is registered to provide sessional day care for a maximum of 25 children aged between two and five years and for out of school care for 24 children aged from four to seven years. There are presently 48 children on role for the pre school which includes 25 children who are in receipt of funding for early years education. There are 23 children on role for the breakfast club and 48 children on roll for the after school club.

The provision is open from Monday to Friday offering a mixture pre school and playgroup sessions in the mornings and afternoons between the times of 09.00 and 15.00 each day. The out of school sessions also operate from Monday to Friday from 08.00 until 08.50 and 15.20 until 18.00, term times only. In addition there are two pre school sessions offered during the

summer holidays according to demand. Also there is a holiday club that operates during school holiday time.

There are two full time staff and five part time staff, all but one holds level 3 qualifications and one has a level 2 qualification and is working towards a level 3 qualification. The manager is currently working towards Early Years Foundation Degree.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, welcoming environment where the ability of the staff to attend to the children's health and medical requirements is satisfactory. Their training in first aid is up to date and the first aid kits are well stocked and checked regularly. Most children are reminded of the importance of washing their hands before eating their snacks, after using the toilet and after messy play. However, many of the older children do not wash their hands before snack. Also there is a risk of cross infection because there is a shortage of soap in the dispensers and the children dry their hands on a communal towel because there are no paper towels left. These arrangements do not adequately protect the children's health.

Children are learning about healthy eating as the staff provide healthy snacks, such as fruit and toast. Children are encouraged to develop their independence as they help themselves to the fruit. Children's special dietary needs are known to the staff who work closely with the parents to ensure children's needs are met appropriately.

Children are making satisfactory progress in developing their physical skills as they engage in a range of physical activities that contribute to their good health. The children particularly enjoy playing on the large apparatus, such as the climbing frames and swings in the park next to the setting. They also learn an awareness of space as they push prams around the setting, skilfully avoiding each other. The outdoor play area is currently not utilised very often as it is not very stimulating and there is a lack of outdoor play equipment such as tricycles for the children to use. Children develop their fine motor skills as they competently use paint brushes for painting and cutters for making shapes in the play dough. They also enjoy a threading activity.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure environment where potential hazards are generally identified and minimised. This allows children to move around relatively safely and play independently. Children are provided with a well set out playroom which provides ample space for children to easily and safely access the play equipment. This allows them to make choices and develop their independence as they happily choose to play with their favourite toys and equipment. Children use good quality equipment appropriate to their age and stage of development, which complies with safety standards. Children are protected from harm as the staff regularly check the equipment for any damage or hazards. Furniture is child-sized and play equipment is organised at a low level to ensure that children can access it easily and safely.

Children learn to keep themselves safe because staff explain acceptable boundaries. For example, children know that they must not run in the setting. Children learn about fire safety as the

staff practise the emergency evacuation procedure with them. However, the fire extinguishers are currently a hazard because they are not secured to the walls. The flooring is a potential tripping hazard in certain areas where it has been taped up but the tape is starting to become uneven and worn. Staff recognise their responsibilities to protect young children from harm. They have a general understanding of potential signs of abuse and neglect, also who they should contact to report any child protection concerns. They have undertaken child protection training in the past but have not yet completed the Safeguarding Children training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled, happy and enjoy their time at pre school. They enjoy positive relationships with the staff, which increases their sense of trust and helps them develop a strong sense of self. The children are excited and enthusiastic when they are at the pre school and receive plenty of individual attention from the staff. Children develop their confidence and self-esteem because the staff regularly praise them for their achievements and good behaviour. Children are given choices during their time at pre school, as they independently choose from the range of activities on offer. Children show an interest in what they do in the setting. They particularly enjoy the creative activities, such as paints and play dough.

Staff have a sound understanding of the 'Birth to three matters' framework and incorporate it into their planning of activities for the younger children. This helps the staff to assess the children's development and achievements and informs their planning for children's next steps in play, learning and development. Children begin to distinguish between right and wrong because the staff teach them simple rules, such as not throwing sand about in case it gets in someone's eyes.

Nursery Education.

The quality of teaching and learning is satisfactory. Children make sound progress as the staff have developed an increasing understanding of the Foundation Stage curriculum. They plan a clear curriculum, which covers most aspects of children's learning. Planning, assessment, observation and recording in relation to the early years goals and stepping stones are well organised by the manager and deputy. Children's individual learning needs are well known. This means that the staff have a clear plan to enable individual children to move on to the next step in their learning. Staff set high expectations of what the children can achieve, consequently they receive sufficient challenge.

Children develop sound social skills. They confidently play in small groups and on their own if they choose. Children have formed positive relationships with staff and their peers who value their opinions and ideas. Some of the children are learning to sit quietly at story time and circle time, however, the group sizes during these times are currently not allowing all of the children to fully benefit from the sessions, due to distractions within the group. Children are developing increasing self-care skills as they put on their aprons before painting and their coats before playing outside. They learn to play harmoniously with their friends as they share and take turns whilst playing with the sand.

Children develop satisfactory speaking and listening skills as staff regularly engage in conversations with them. They are also encouraged to sing songs during circle time and to recognise their own and their peers' names as they self register. They are making satisfactory progress in their understanding of phonics. Many of the children are able to recognise the

letters in their names and are able to spell their names with staff support. Children also enjoy the challenge of writing their own names. However, the writing area is currently not easily accessible and the space not well organised, thus, children cannot easily access and fully utilise the mark making resources available. Children are encouraged to select books from the attractive and comfortable book corner and are able to handle books carefully and turn the pages in the correct order. They enjoy sitting with the staff reading the books and learning to follow the text from left to right.

Children have many opportunities to count during every day activities, such as in play and when singing songs, such as 'five fat sausages'. Children have opportunities to view numbers on the wall to support their counting skills and children are sufficiently challenged in their development of calculating and problem solving skills. They learn about different shapes as they use shape templates to design their own flags.

Children are encouraged to develop positive attitudes about a diverse society through the resources and visual displays and posters provided by the staff. However, the range of activities planned and delivered by the staff to help the children learn about the wider world are limited. Although the children have opportunities to play with toys, such as cash tills, CD players and toy phones, their opportunities to develop their skills in using computers is currently limited as there is no computer in the play room. Children learn about natural materials such as sand, grass and feathers and are encouraged to explore the different textures during a planned activity. Children have access to a construction area which has a range of stimulating resources to provide sufficient challenges to the children. They have ample opportunities to express themselves creatively through the use of various mediums, such as paint, play dough, sand and junk modelling.

Overall, children make satisfactory progress towards the early learning goals given their capacity and starting points.

Helping children make a positive contribution

The provision is satisfactory.

Children are able to make a positive contribution and play a full part in the setting, as they are warmly welcomed by staff, who value and respect their individuality. Children are encouraged to develop positive attitudes about a diverse society through the resources and visual displays and posters provided by the staff. However, the range of activities planned and delivered by the staff to help the children learn about the wider world are limited. Recently they have celebrated Chinese New Year by making Chinese dragons and tasting Chinese food. The children learn about their own local community as the staff take them on walks to identify places of interest in their community. They also enjoy visits from people in the community who help them, for example, police officers, fire men and the lolly pop lady. They also get involved in the local community by having their own stall at the village gala each year.

All children are valued and respected as individuals and their needs are well met. Children with learning difficulties are welcomed and are well supported as staff are aware of the need to work closely with the parents and other professionals in order to maximise the support to children with special individual needs. Children are supported as the staff have attended relevant training courses to assist them in this area of their work.

With support and guidance children are happy to share, take turns during their play, learn to play cooperatively and develop skills in negotiations. For example, when playing with the musical

instruments, the children demonstrate self-control by waiting their turn. Positive behaviour is constantly encouraged by the staff through use of praise and encouragement. Staff intervene appropriately when necessary and teach children to apologise if they are unkind to each other. These positive aspects ensure that the children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents find the staff approachable and friendly. Children benefit from the fact that the staff work closely with the parents to establish individual children's starting points and ongoing developmental needs. Information about the pre school is displayed on the parent's notice board, which includes useful information about the Foundation Stage and the 'Birth to three matters' framework. Staff communicate well with parents on a regular basis about children's general care and learning. There is a good system of keeping parents informed of children's educational progress and development by sending them curriculum newsletters each term and by providing regular written reports and sharing with them the children's work books. There is a complaints policy displayed on the parent's notice board, however, the contact details of the regulator had not been updated at the time of the inspection.

Organisation

The organisation is satisfactory.

Children's care is appropriate due to the satisfactory organisation of the provision. Staff are well qualified and experienced in caring for the children. The staff group know each other well and work well as a team. They have worked at the nursery for some time and the staff turn over is minimal, which helps to provide continuity and stability for the children. They attend relevant training courses to enable them to keep up-to-date with current childcare and education practices. An appropriate procedure is in place in relation to the recruitment of staff. This means that staff employed in this setting are suitable to satisfactorily meet the needs of children.

Children are relaxed and confident in their environment due to the clear organisation for their care and learning. Children's play opportunities are pleasing as the staff organise the premises appropriately, thus allowing children to move about easily from one activity to another. Children's opportunities for fresh air and exercise in the outdoor play area is somewhat limited. Documentation which contributes to children's health, safety and well-being is in place. Staff are familiar with the pre school's policies and procedures and these are also shared with the parents.

Leadership and management is satisfactory. Children's educational needs are adequately met through the sound leadership and management of the manager who is currently working towards a degree in early years. Staff have attended relevant training courses and have a sound understanding of the Foundation Stage curriculum. The staff have established links with the Early Years Teacher Team who are currently assisting them by providing suggestions and advice regarding the delivery of the continuous play provision and the layout of the setting.

Children are provided with a varied educational programme, and there is an appropriate system in place to evaluate and monitor the quality of teaching and learning. This means that the staff have a clear understanding of the setting's strengths and weaknesses.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection it was agreed that

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints records may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the procedures and resources for hand washing
- review the risk assessment to address identified hazards regarding the flooring and the fire extinguishers
- extend staff's knowledge and understanding of the Safeguarding Children procedures
- update the complaints policy to include Ofsted's current address and telephone number.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend children's opportunities for physical play outdoors by developing the continuous play provision and by creating a more stimulating and challenging outdoor environment
- extend the children's knowledge and understanding of the world by further developing the range of activities regarding the wider world and by increasing their opportunities to develop their IT skills.
- further promote children's opportunities to develop their mark making skills by ensuring the resources are easily accessible and the space is well organised
- review the size of groups during group sessions to ensure that all children are able to fully develop their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk